

A Comparison of Pre-Service Foreign Language Teachers' Beliefs about Self-Efficacy in Terms of Some Variables

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ABSTRACT

Pre-service teachers have beliefs about many varied topics, including their professional roles, their academic performance, correct and incorrect classroom practices (Raths, 2001). Self-efficacy in teachers refers to their beliefs and judgments about their teaching performance in regard to effective teaching. Expectation of outcomes in teachers is their belief and judgment about increasing the student achievement through effective teaching methods (Savran and Çakıroğlu, 2001). Studies on teachers' self-efficacy (Gibson ve Demo, 1984; Riggs ve Enochs, 1990) conclude that those students with higher levels of self-efficacy are much more diligent, willing and enthusiastic in the teaching process and make immediate decisions about teaching. They are also reported to be more successful in implementing the program and less stressful.

The data of the study will be collected through the use of "The scale of teachers' self-efficacy" developed by Gibson and Dembo (1984). The scale that includes 31 items was adapted into Turkish. The participants of the study are senior pre-service foreign language teachers attending to a public university in Ankara during the academic year of 2012-2013. Firstly, their mean scores on the scale will be revealed, indicating their self-efficacy levels. Then their mean scores will be analysed and compared based on some variables, indicating the department they are attending, gender, and the high school they graduated from. ANOVA will be employed to see whether or not the mean scores of the participant groups differ significantly. Then the Scheffe test will be used to see which group leads to significant difference. The findings will be discussed in the light of previous findings.